

Notes -- Jan 26 ESEA Waiver Renewal Stakeholder Engagement Meeting (Kick-Off)

- Mix of LEAs and Education Stakeholders
 - Teachers and Principals were also present
- **Presenters:**
 - Amy Maisterra
 - Jeffrey Noel
 - Etai Mizrav
 - Sharon Gaskins
 - Orman Feres
 - Kortne Edogun
 - Bonnie O'Keefe
- **Questions/Comments:**
 - **Waiver**
 - What are the deadlines that we're working up against? March 31 and June 1
 - Frustration with non-individualized data on the gaps in student's knowledge. Appreciation for MGP but would like to know student's level of knowledge to track progress. How we should rank rather than rate schools. (Dunbar HS Teacher)
 - Request for more information on the State Systems of Support (SSOS) | What's the purpose of SSOS; what's unique to it and what are we trying to achieve with it.
 - PARCC Pause | request for more clarity → not clear on what happens in the following year; are all schools accountable or are they differentiated by classification? (Center City PCS Teacher)
 - **Accountability 2.0**
 - Schools that are in Focus in year 2 – will they stay the same? Receive add'l monitoring for repeat year? Will the freeze impact/hurt exiting the status?
 - With the commitment to the June 1 timeline; PARCC implementation and testing will be underway between March and June deadlines. How will engagement occur effectively when there are various pressing/competing priorities? Smaller LEAs don't have the capacity to engage and provide feedback in a meaningful manner when PARCC will take up people's time during the feedback period, and particularly when Waiver and Accountability are inextricably linked.
 - What's the number of Focus/Priority schools? What are we doing and looking at to reduce numbers? And ensure they stay low for each following year.
 - Question about early childhood education and the stalling of data reporting.
 - Worth taking about early childhood education accountability measures and how that will look like; what practitioners think; any thoughts on unintended

consequences; what explorations have occurred on the different ways of supporting pre-k vs. childcare.

- For community stakeholders, who receive questions from parents, it'll be helpful to have the information in a manner that parents of ELL students and general students have distilled information from the presentation that makes it easier for them to understand the layers that are being discussed in the meeting. Also, helpful to keep continuing to have community stakeholders at the table to listen to the conversations to better educate/inform parents of potential unintended consequences or ideas/benefits.
- Point about observers effect and how labels can have an impact on parent perception and how do we figure out how to best support a program without it raising public perception that a school should be closed when it actually has a chance to turnaround. "F" grade may not be truly indicative of school's program and school closes as a result of the perception of the grade and impacts enrollment.
- **Educator Equity Access**
 - Are the numbers made up by OSSE or are they actual national percentages?
 - Is there any data, nationally or locally, that shows if a highly effective teacher moved from a high performing to a low performing school will still maintain performance evaluations?
 - How are you sharing the information to parents? Is it incorporated into the scorecards? What's the breakdown of teachers, experienced vs. first year, in a school?
 - Certifications are not correlated to effectiveness. Maybe strategies should be a bit more focused. Fed metrics are problematic and highly qualified teacher metric is an obstacle.
 - Measuring reading and math but not other subjects. Fear of highly effective metric will result in narrowing what a good teacher is because of limited subject focus. Some systems are in place, but there are some schools with 8% proficiency rates on the books and we need to bear in mind what we're missing. (Mary Lord – SBOE)
 - Who's good at teaching whom? E.g. is a teacher that is educating disengaged youth experienced to do so? Is it a match? A school like Dunbar would like to know if a teacher can serve that school's population. Not all teachers are the same; and neither are students. How do we offer vast options to help with equitable access? What kids need what kinds of teachers? This is a large conversation that goes beyond teacher qualifications and not sure if the discussion can be completed by June 1. Also, how do we get ED to make some schools a lab to see ideas mature and really craft a solid plan to address the inequity.
- **Engagement**
 - What is PARCC Nights?

- **Asks by Amy:**

- Comments/suggestions on how to improve Principle 4 and reduce administrative burdens.
- Requests that participants go online and share calendars, info with others and provide feedback through the various channels (meetings, webinars, online comment forms).

- **Post-it Notes:**

- Δ Middle School mult subject test is untenable.
- ? How will OSSE get classroom data on teacher access?
- ! Why not consider having a stakeholder meeting with students to try to explain ESEA and get their feedback? Maybe in a civics class.
- ! Accountability Index Scores should compare some grade spans (e.g. PK3-3rd grade school performance only compared to 3rd grade city avg).
- ! Are the concerns around early childhood, in context of the Waiver, happening with the Early Learning Office in OSSE? Some concerns of stakeholders could be addressed by QRIS and EDI.